Hackham West R7 School
Annual Report 2013
Hackham West R7 School is situated 34km south of Adelaide and has a current enrolment of 126 students. Hackham West has a category 2 Index of Disadvantage. There are 13.5% Aboriginal and Torres Strait Islander students and 7.9% EALD students. Currently there are 65.6% of students on School Card. The school has 14.2% of students identified under the Students with Disabilities Policy.

The school actively promotes its values of respect, caring, honesty, learning, inclusion and fun cooperation and prides itself on using Restorative Practices when managing student behaviour. Hackham West has a big focus on wellbeing and is a Smarter School, currently involved in KidsMatter. The school runs several support programs to support student learning and wellbeing. Play is the Way and Restorative Practice have a strong focus at our site. All staff have recently undergone Rock and Water training. Our involvement with Blueearth and Crunch and Sip has led us to having a healthy canteen and creating a veggie garden which students look after.

The school has taken a proactive approach to address yard behaviour issues by creating an active playground where teachers and support staff are available to support and engage students in games. This has resulted in fewer yard issues. Creative use of ICAN has enabled us to have an alternative program to support students at risk of disengagement in our upper primary. The school has focused on reading and providing quality intervention programs.

**2013 Highlights**

Highlights for the 2013 school year were:

- Book Week
- World’s Greatest Shave
- Year 5/6/7 camp at Woodhouse
- Gardening Club
- Halloween Disco
- Sports Day
- House Cross Country Day
- Junior Primary excursion to Maritime Museum
- Whole School Assemblies
- Harmony Day
- Footy Colours Day
- Cricket Clinic
- Active After School Sports
- What’s the Buzz program
- Rock and Water
- Drumbeat Program
- SAPSASA Metro Day
- R-5 Swimming
- Year 6/7 Aquatics
- Involvement in Christies Beach Christmas Pageant
- Bright Sparks
- Picasso Cow
- Premiers Reading Challenge
- Special canteen lunches
- Year 5/6/7 Skydome visit
- ATSI excursion to Urrumbirra
- Remembrance Day
- Federal Election Day Sausage Sizzle and Cake Stall
- Year 5/6s designing chicken enclosure and purchasing chickens
- Year 3/4 Zoo Snooze
- Celebration of Learning
- Whole school Christmas lunch

Report from Governing Council

In 2013 the Hackham West Primary Governing Council was privileged to have all of its members from the previous year continue in their roles. This built a good foundation of trust and functionality in working together. The most important decision that we were involved in this year was to ratify an increase in our school fees (for the first time in many years) and in particular to introduce an excursion levy to provide the resource for teachers in support of their stated desire to take their classes on regular and significant excursions. The Governing Council, along with key staff, showed excellent leadership in promoting the importance of this decision for the enhanced education and opportunity for our children to thrive. This in turn created an ownership from the wider parent body of the school, evidenced by the high percentage of payment of the levy and a decision made later in the year to make the levy a recoverable fee. Most importantly we have seen the results for our children of being able to attend some excellent camps and educational excursions this year, creating an excitement amongst the student body and parents alike, which I think would have had a significant effect on the rise in satisfaction levels with the school as per surveys conducted with the whole school community.

Along with this the Governing Council members continued to offer their skills and time as precious volunteer resources in aiding the day to day functions of our school. Among other things members volunteered throughout the year in leading fundraising ventures, running the canteen, providing special meals for staff and helping in classroom settings. A couple of parent members will be departing our school community next year as their children move into high school and we wish them the best in their involvement in a new environment. Still we maintain a wonderful core group to continue into 2014 and likewise look forward to adding some new parents to the Governing Council. Most of all we are committed to keep building on the momentum, gained over the last couple of years, to improving our school and the resources at its disposal for the benefit of our children’s ongoing education and development.

Richard Schirmer
Site Improvement Planning

Last year our main focus was improving learner outcomes in reading by providing a whole school consistent approach and using data to identify students in need of targeted intervention. Staff ensured that all students at risk of not achieving had their own Individual Learning Plan and received targeted intervention through the use of Reading Doctor and Multi Lit programs. All students were given a Reading Eggs password to enable them to complete this program at home. Junior Primary staff used Jolly Phonics and Jolly Grammar as part of their curriculum and guided reading was taught across all year levels. We also opened our library before school and actively encouraged students and their families to come in and read. Staff have began seeing the rewards from the introduction of Jolly Phonics and Jolly Grammar which bodes well for future progression of our students learning. All students progressed in their reading but now we need to look at different levels of improvement and accelerate reading through targeted intervention. Our NAPLAN results have indicated that reading still needs to be a focus. The Principal’s previous involvement in PALL (Principals as Literacy Leaders) enabled staff to be introduced to Deslea Konza’s research on the ‘Big 6’ of reading: oral language, phonological awareness, letter sound knowledge, vocabulary, fluency and comprehension. This research provided a focus for assessment to identify and provide intervention for students at risk of not achieving their potential. A schedule of ongoing whole school assessments are in place and student progress was tracked and shared with students and parents.

The continuation and building on of Play is the Way has created a whole site language for staff, students and parents to use. Play is the Way is closely aligned to the school’s vision of supporting students and assisting them to develop resiliency. All students participated with a daily focus on Play is the Way and a weekly whole school activity.

We have continued our involvement in the Kidsmatter project and established a diverse school team to assist us with implementation. We have a strong Kidsmatter team who work alongside Regional Office staff to enhance our involvement in the project. Staff maintained the focus by having regular Kidsmatter staff meetings.

As a site we continued to implement our Attendance Policy and provided help and assistance to families at risk. Overall we saw an increase in student attendance but we still had a small group of chronic non attendees; these were followed up using DECD’s procedures. Our older students who were at risk of disengagement were indentified and provided with individual case management through ICAN. Students will also be supported through their transition to high school.

As a site we really want to open up to the community and have a range of volunteers in our school. Our aim last year was to increase our volunteer numbers and we had some fantastic support from people working in the canteen, listening to readers, cooking with students, assisting on excursions, helping maintain our garden and working on hands on learning with our ICAN students. We appreciate the assistance our volunteers give us but we still need more support, as such, this will remain part of next improvement plan.

All our Aboriginal students, students with disabilities and students below benchmark had individual education plans which were reviewed each term. The focus on these individual students improved outcomes but still remains a focus next year. We were fortunate enough to engage Brett Summers as our ACEO. Brett has had success in working alongside families to support our Aboriginal students.
2013 NAPLAN has shown the school focus on reading has kept our results stable in year 3 and 7 while year 5 has displayed huge growth in reading. Numeracy and writing need to be a focus for 2014 while continuing to push reading to reach upper growth bands.

**Year 3**

**Mean scores over time**

**Year 5**

**Mean scores over time**

**Year 7**

**Mean scores over time**

**Growth bands**

Although Year 5 has huge growth in reading the students are not reaching the upper growth band, this is also the case with numeracy for year 5. Furthering students to reach the upper growth bands needs to be a focus in 2014. Year 7 has shown small growth in the upper bands for both reading and numeracy.
Running Records

During 2013 teaching staff have been required to carry out running records a minimum of twice a term. This has provided a working set of data to track students reading progress. From this throughout the year we have seen students moving multiple reading levels and becoming independent readers. This has also provided evidence of the Multi Lit program supporting students to further their reading at an increased rate. The following graph shows students in years 3-7 who have attended regularly all except one have progressed in their reading levels.

![Reading Level Growth with Multi Lit](image)

Student Data

Attendance

Throughout 2013, the Leadership team have worked collaboratively with the regional Student Attendance Counsellor, Aboriginal Inclusion Officer and Aboriginal Community Education Officer to improve student attendance, which has been an ongoing concern, particularly in the Early Years. However, in comparison to 2011 and 2012, overall attendance has improved. Attendance data has been greatly affected by a rise in chronic non-attendance, where unique family situations, beyond the control of the school, have led to a number of students not coming to school for extended periods of time. Removing these students from the data means that our attendance target of 93% would have been achieved. To address lateness, we have continued to refer children to the Hackham West Community Centre Breakfast Club, which offers a free pick up bus service.

NAPLAN and Running Records data clearly indicates that regular attendance at school results in increased student achievement. During 2013, efforts were made to communicate this information to parents and caregivers via the school newsletter, meetings with members of the leadership team and home visits.
### National Attendance Rates Semester 1

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>86.2</td>
<td>89.8</td>
<td>85.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.3</td>
<td>84.9</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>87.8</td>
<td>90.3</td>
<td>76.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>87.6</td>
<td>85.8</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>82.8</td>
<td>86.1</td>
<td>81.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>87.8</td>
<td>85.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>84.9</td>
<td>80.1</td>
<td>81.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>71.8</td>
<td>84.3</td>
<td>93.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>86.3</td>
<td>86.2</td>
<td>87.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>86.4</td>
<td>85.8</td>
<td>87.9</td>
</tr>
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</table>
Behaviour

Behaviour data has significantly decreased as the year has progressed. There has been a considerable decrease in the number of violent behaviours amongst students, which can be attributed to a number of reasons. Firstly, much emphasis has been placed on teaching students non-violent approaches to problem solving through a weekly social skills program run by the School Counsellor. Restorative Practice has also been reinforced amongst all teachers, which provides a consistent approach to conflict resolution. The Rock and Water Program continued for students in Years 5, 6 and 7, giving our senior students positive techniques to use when faced with a problem. Much responsibility has been placed on these students to role-model these techniques for the younger students. The school has continued to take a hard line on cyber-bullying with a number of Year 6 and 7 students being suspended for inappropriate conduct on Facebook. The local police also conducted a session that educated students on the dangers and consequences of cyber-bullying. The school’s anti-bullying policy was updated in Term 4, clearly outlining the responsibilities of staff, students and parents in instances of bullying.
We attempt to gain regular feedback from staff, students and parents throughout the year to help us improve our performance. We carried out our end of year survey and analysed this information over the past 3 years.

### Parents

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching and Learning</td>
<td>67%</td>
<td>62%</td>
<td>87%</td>
</tr>
<tr>
<td>Support of Learning</td>
<td>65%</td>
<td>49%</td>
<td>98%</td>
</tr>
<tr>
<td>Relationships &amp; Communication</td>
<td>66%</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Leadership &amp; Decision Making</td>
<td>51%</td>
<td>52%</td>
<td>85%</td>
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### Staff

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Quality Teaching and Learning</td>
<td>76%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Support of Learning</td>
<td>58%</td>
<td>65%</td>
<td>97%</td>
</tr>
<tr>
<td>Relationships &amp; Communication</td>
<td>76%</td>
<td>69%</td>
<td>86%</td>
</tr>
<tr>
<td>Leadership &amp; Decision Making</td>
<td>35%</td>
<td>57%</td>
<td>87%</td>
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</table>
### Annual Report 2013

#### Students

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching and Learning</td>
<td>Agree &amp; strongly agree</td>
<td>67%</td>
<td>85%</td>
</tr>
<tr>
<td>Support of Learning</td>
<td>Agree &amp; strongly agree</td>
<td>57%</td>
<td>81%</td>
</tr>
<tr>
<td>Relationships &amp; Communication</td>
<td>Agree &amp; strongly agree</td>
<td>78%</td>
<td>84%</td>
</tr>
<tr>
<td>Leadership &amp; Decision Making</td>
<td>Agree &amp; strongly agree</td>
<td>46%</td>
<td>81%</td>
</tr>
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Areas in yellow indicate areas where we have increased upon previous year’s data.

#### Accountability

#### Staff

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
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</tbody>
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#### Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>10.8</td>
</tr>
<tr>
<td>Persons</td>
<td>0.00</td>
<td>11</td>
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#### Financial Statement

**Income by Funding Source**

Please see attached details. Full Financial Statement can be collected from the Front Office.